

**PROMOTING LEARNERS AUTONOMY ON ENGLISH FOR SPECIFIC  
PURPOSES COURSE IN SHARIA FACULTY OF UIN MAULANA  
MALIK IBRAHIM**

**THESIS**

**In Partial Fulfillment of the Requirement for Master's  
Degree of English Language Education**



**by:**

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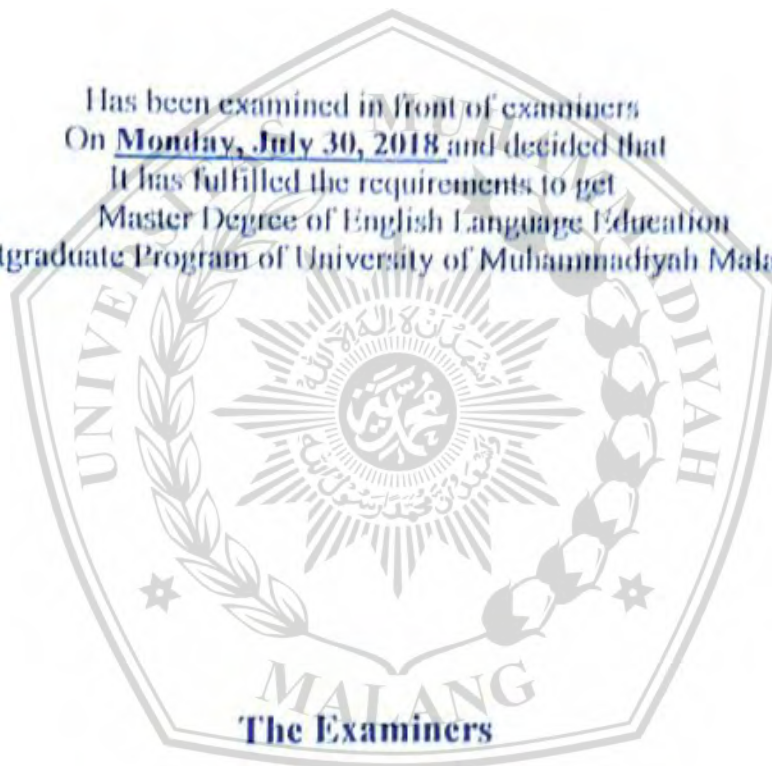
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# THESIS

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Has been examined in front of examiners  
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**PROMOTING LEARNERS AUTONOMY ON ENGLISH FOR SPECIFIC  
PURPOSES COURSE IN SHARIA FACULTY OF UIN  
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## LETTER OF STATEMENT

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Hereby, declare that :

1. The thesis entitled: **PROMOTING LEARNERS AUTONOMY ON ENGLISH FOR SPECIFIC PURPOSES COURSE IN SHARIA FACULTY OF UIN MAULANA MALIK IBRAHIM**

is my original work and contains no one's scientific paper that may be proposed to achieve an academic degree at any universities. Besides, there is no other's idea or citation except those which have been quoted and mentioned at the bibliography.

2. If this thesis is proven as a form of **PLAGIARISM** in this thesis, I am willing to accept the consequences including accepting the **CANCELLATION OF THE GRANTING OF MASTER DEGREE** and undergoing any procedures required by the prevailing law.
3. This thesis can be used for literature review which can be accessed by others freely (**NON EXCLUSIVE ROYALTY**).

Thus, this statement is made truthfully to be used as appropriate.

Malang, July 30, 2018  
The Writer,



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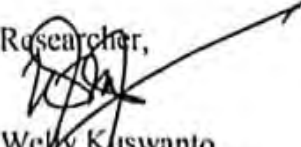
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## ABSTRACT

Kuswanto, Welly. 2018. *Promoting Learners Autonomy on English for Specific Purposes Course in Sharia Faculty of UIN Maulana Malik Ibrahim. Thesis, University of Muhammadiyah Malang, Postgraduate Program. Advisors: (I) Bayu H. Wicaksono, M.Ed., Ph.D., (II) Dr. Hartono, M.Pd.*

**Keywords:** *Learners' autonomy, critical thinking, reading and path analysis.*

To have awareness and responsibility in interpreting the text, the learners need autonomy in studying reading. When interpreting the text, the learners as critical thinkers at university level are able to know, analyze and understand reading course. Therefore, learners' autonomy and critical thinking as methods that can be applied by students to improve reading ability inside the class. This research aims to promote learners' autonomy in reading through critical thinking.

Based on the aim of the research, quantitative research was adopted because it was empirical approach in researching the phenomenon and needed data analysis through statistics procedure. In analyzing the data, the researcher used path analysis, because the research problem consisted of three variables and one of the variables as mediator. Based on the problem statement, the researcher would like to investigate the correlation between learners' autonomy and reading, learners' autonomy with critical thinking, and learners' autonomy with reading through critical thinking. This research used questionnaire to gain the data which was conducted at Sharia Faculty, Maulana Malik Ibrahim State Islamic University. The data gained from three department students who were taking ESP Course. In analyzing the data, the researcher created a line chart, calculated path coefficient, checked the model validity, and interpreted the research result.

The result showed that direct and indirect correlation of learners' autonomy, critical thinking and reading are .673 (correlation for learners' autonomy and reading ability) and .219 (correlation for learners' autonomy and reading ability through critical thinking). It meant that to increase reading ability for learners in university level, the lecturers were not allowed to use critical thinking. However, the lecturers were recommended to use learners' autonomy without critical thinking to increase learners' reading ability inside and outside the class. All correlations among variables had positive correlation. It meant that all lecturers were available to use the appropriate classroom learning activities such as asking questions, using collaborative learning or dictation.



## ABSTRAK

Kuswanto, Welly. 2018. *Mempromosikan Pembelajaran Mandiri pada Program Perkuliahan Bahasa Inggris di Fakultas Syariah UIN Maulana Malik Ibrahim*. Tesis, Magister Pendidikan Bahasa Inggris, Program Pascasarjana, Universitas Muhammadiyah Malang, Pembimbing I: Bayu H. Wicaksono, M.Ed., Ph.D., Pembimbing II: Dr. Hartono, M.Pd.

**Keywords:** *Pembelajaran Mandiri, Berpikir Kritis, Reading, dan Analisis Jalur.*

Untuk memiliki kesadaran dan tanggungjawab dalam menginterpretasikan teks, mahasiswa membutuhkan pembelajaran mandiri dalam mengikuti kelas *reading*. Pada saat para mahasiswa menginterpretasikan teks, mereka sebagai *agen perubahan* di kampus mempunyai pemikiran kritis sehingga mereka dapat mengetahui, menganalisis, dan memahami materi *reading*. Oleh karena itu, pembelajaran mandiri dan pemikiran kritis sebagai metode yang dapat diterapkan oleh mahasiswa untuk meningkatkan kemampuan *reading* di dalam atau luar kelas. Penelitian ini bertujuan untuk mempromosikan kemandirian mahasiswa di dalam atau di luar kelas dalam mengikuti mata kuliah *reading* melalui pemikiran kritis.

Berdasarkan tujuan penelitian, penelitian ini menggunakan penelitian kuantitatif karena penelitian ini menggunakan pendekatan empiris dalam meneliti fenomena dan membutuhkan analisis data melalui prosedur statistik. Dalam menganalisis data, peneliti menggunakan *analisis jalur* karena masalah penelitian terdiri dari tiga variabel dan satu dari beberapa variabel sebagai *mediator*. Berdasarkan rumusan masalah, peneliti ingin menyelidiki korelasi antara pembelajaran mandiri dengan *reading*, pembelajaran mandiri dengan pemikiran kritis, dan pembelajaran mandiri dengan *reading* melalui pemikiran kritis. Penelitian ini menggunakan kuesioner untuk mendapatkan data yang dilakukan di Fakultas Syariah, Universitas Islam Negeri Maulana Malik Ibrahim. Data diperoleh dari tiga program studi (Prodi) yang mengambil Program Perkuliahan Bahasa Inggris (PPBI) di Fakultas Syariah. Dalam menganalisis data, peneliti membuat diagram jalur, menghitung koefisien jalur, memeriksa validitas model, dan menafsirkan hasil penelitian.

Hasil penelitian ini menunjukkan bahwa korelasi langsung dan tidak langsung antara pembelajaran mandiri, pemikiran kritis dan *reading* adalah .673 (korelasi untuk pembelajaran mandiri dan kemampuan *reading* mahasiswa) dan .219 (korelasi pembelajaran mandiri dengan kemampuan *reading* melalui pemikiran kritis). Artinya untuk meningkatkan kemampuan membaca bagi mahasiswa di tingkat universitas, para dosen tidak diperkenankan menggunakan pemikiran kritis. Namun, para dosen direkomendasikan untuk menggunakan pembelajaran mandiri untuk meningkatkan kemampuan *reading* mahasiswa di dalam dan di luar kelas. Semua korelasi antar variabel memiliki korelasi positif. Oleh karena itu, para dosen dapat menggunakan kegiatan pembelajaran kelas seperti mengajukan pertanyaan, menggunakan pembelajaran kolaboratif atau dikte.

## **BACKGROUND OF THE STUDY**

Many educators have debated about learner autonomy of a foreign language for decades. They scrutinize many variables for learner autonomy, but they acknowledge and agree that willingness and responsibility as the two components for the learning tasks of an autonomous learning. They involve metacognitive knowledge and experience which enable students to deal, to guide, to operate, and to reflect the language skills process (Danuwong, 2007). They make them have more tolerance, motivation, and engagement in studying reading skill. Many academics concede that skill and attitude are the requirements to be independent learning. The two components or requirements will support learners to be autonomous; they will be responsible of their own thinking, be able to manage their motivation and metacognitive knowledge to achieve valuable goals.

Few researchers show lack of engagement to autonomous learning which can be the gap for this present study. One researcher believes that reading comprehension skills are quite important for learners to become effective readers (Roehl & Shiue, 2003). On the contrary, other researcher find that it is difficult to find out the students who are able to read comprehensively and autonomously (Pang, 2008). Learners sometimes are not able to receive the guidance as the strategies to interpret the texts autonomously (Verdugo, 2004). Verdugo stresses that through learning, learners should be able to practice autonomously in reading by integrating cognitive, metacognitive and socio-affective strategies to achieve more understanding in reading a text. Finally, through combining Verdugo's strategy, it will minimize the gap in learners' autonomy when studying reading.

Learners' ability in reading comprehension is learners' capacity to understand what they read where texts have meaning and words have context (Roehl & Shiue, 2003). Reading can be aloud or silent. Aloud means other people are able to hear and silent means the learners who read the text do not produce the sound. Reading is the ability to receive the information or receptive skill. To be complex in reading process, speaking is required. Through speaking, the learners are able to pronounce the words what they read. Therefore, reading can be a

productive skill because they gain and convey the information (even only to themselves).

Sharia faculty as one of the faculties of UIN Maulana Malik Ibrahim can not implement reading material maximally for students in English for Specific Purposes (ESP) Course. Sharia faculty consist of three departments; Islamic Law, Islamic Bussines Law, and Constitional Law department. The number of students in Islamic law who take ESP is 187 and 41 or 22% students are having the lowest score. The amount students in Islamic Bussines Law who take ESP are 201 and 46 or 23% students are having the lowest score. The total students in constiitional law who take ESP are 97 and 23 or 24% are having the lowest score (Puspitarini, 2017).

This problems are caused by the teacher implements teacher center as the method of teaching, consequently learning outcome of reading is not in accordance with the target of syllabus. In Malaysian context, 11 years ago, many teachers became teacher center and did not support the learners inside the class. This situation caused many learners can not find their responsibility to learn, discuss and solve the problems of reading in ESP (Foen Ng, Confessore, & Abdullah, 2012). Many teachers become the center of student's attention (teacher center) because teacher can not put himself as facilitator or participant. Teachers are rarely to utilize multiple devices such as internet, mobile phone and computer to support learners' autonomy (Stevenson, Hedberg, O'Sullivan, & Howe, 2015). Therefore, teaching reading can be achieved maximally in sharia faculty, if the teacher is able to be participant or facilitator. Teacher lets the learner get the reading material through discussion and intervans to offer feedback or to correct mistakes (Harmer, 2015).

Based on the syllabus, at that time, learners autonomy need certain requirements. To be autonomous especially for learners and to be active learners inside and outside the class, the learners should be independent, reflective and applying critical thinking in teaching and learning process. Critical thinking means the learners identify each problem from many aspects, construct each problem based on the fact. The aim of learners' critical thinking implementation is to make their autonomous learners effectively (Dafei, 2007).

What should be reached on learning reading and how the learners implement autonomous learning to achieve the target and learning objective based on syllabus? Thus far, learners' autonomy often applied in language learning not for its reading skill. Even though many gaps in the same literature (relevant), the development of learners' autonomy and the growth of reading comprehension are updated and integrated.

Based on background of the study mentioned above, the statement of the problem is *Do the more the students operate their autonomous learning in critical thinking, the higher their reading ability?*

## **LITERATURE REVIEW**

### **Learner Autonomy**

Learner autonomy (LA) becomes the main concern from some theorists of education as mentioned in Chapter I. The main concept of LA has implication to language teaching. The goal of LA in language teaching is to make the students able to control their learning (Holec, 1979). Many researches of LA have been effected from numerous perspectives. All studies and researches of LA, reading, ESP dan critical thinking will be explained in further sections.

### **Learner Autonomy Definition**

The term of autonomy is derived from the Greek term *autós* which means self, and *nómos* means law or rule. Consequently, autonomy means independence and self-governance (Kühn, 2012). Autonomy indicates innate human capacity for self-management based on the fact of human life. As independence and self governance, focus on modern politics, autonomy is related to the idea of nations and ethnics groups. Autonomy also refers to individual capacity in making decisions.

Holec (1979) stated that LA is someone's ability to take charge and to control of his/her own learning. Holec who wrote of autonomy entitled *autonomy and foreign language learning* claimed that LA involved being able to make all relevant decisions in the learning process.

Holec (1979), Little (2007:1) and Kühn (2012) provide some information that the transition of responsibility to learn which stems from the teacher to the



students. Teachers act as facilitators of learning while the students are responsible for themselves. Consequently, learning will be more active in the classroom due to student-centered learning (learner center).

### **Autonomous Learners Characteristics**

Autonomous learners (ALs) are those who played an active role in joining learning process in the classroom. They play an active role because they have responsibility towards themselves; consequently, curiosity for information is implemented through discussing in a group and finding some informations in the library and self access center. ALs can be defined and characterized in four basis. First of all, the learners are able to analyze what is going on, especially what is given or taught by teacher in learners' classes. ALs are also able to correlate their understanding between the recent and the previous material.

The second is ALs are able to formulate their learning objectives, such as, to develop their understanding in reading and to use internet sources and self access center to support their understanding in reading. The third is ALs are able to choose the learning strategy used. For instance, they autonomous learners will try to find the diagram and picture to support their understanding when they are reading. The fourth is ALs are able to monitor their strategy effectively. For instance, before joining reading test, autonomous learners will study the material related to the test. Through these four basis, ALs will engage their participation to control and support their own learning inside or outside the class.

### **Teacher's Character in Promoting Learner Autonomy**

In Traditional system, teacher as knowledge supplier. It means that teacher as a center of learning and teachers as policy makers, giving good feedback and motivation for students. On the other hand, in language learning, the teacher's role is not only as determinant of learning in the classroom, but also teacher's role as counselor (Harmer, 2015), consequently teacher is able to provide an assessment of student learning to set goals and student achievement through the provision of value.

Gremmo and Riley (1995:2) state that the role of the teacher as counseling has two main ways. The first is to help the students in building ideas, values and ethics, essentially building awareness in learning English. The second is to build

and manage independent learning center, such as library and self-access centers, and the teacher's role in section as staff. The goal of this position especially for teacher's role is providing resources directly to the students in order to achieve learner autonomy.

To support LA, teachers are recommended to provide learners trainings. Little (2007:1) states that learners are difficult to accept responsibility for their learning immediately. Little added that teachers will help students by providing sufficient material. To encourage and LA, student training is necessary needed to support LA. Little says that it is very difficult for students in the classroom to get responsibility on himself, the role of the teacher is to provide enough information until students are able to learn independently (Little, 2007). In addition, the principle of autonomy of teaching is integrating LA into curriculum, make teacher easier to develop the tasks for students in the classroom.

### **Learner Autonomy in Teaching Reading**

LA concept is closely linked with the learner-centered concept in classroom. Voller (1997) states that learner-center involved the decision-making process and their own learning. The process of LA starts from choosing the approaches and learning style. All process need teacher-center support (McCombs & Whisler, 1997).

The teachers are able to support their students to learn more about reading imply that students should learn inductively. It means that teachers teach reading material and the learners are able to learn for themselves. It will help learners to explore language autonomously. On the contrary, deductive means teacher presents reading material to the learners.

### **Reading**

Reading makes the human beings understand what is going on around their life. Through reading, people know the information and the situation. According to Lai, Tung, and Luo (2007) reading is very important to comprehend the text. People just read the books, and they will know the situation and information that never imagined and visited before. Burns (2009) states that reading is the meaning commentary of the printed symbols. To know the meaning of the text is

quite important especially for everyone in English as a Foreign Language (EFL) such as students in Indonesia.

### **Definition of reading**

Meanwhile, according to Anderson (1985) states that reading means the action of creating meaning from written texts. When someone tries to construct the meaning from the text, it requires complex skill in language. therefore, reading definition as translation especially in written symbol toward oral language is not complete. Because when someone tries to translate the meaning of written text, they need the prior knowledge related to the information of the text.

According to Harmer (2015), reading is activity or receptive skill. The reader will get the the information from the text (receptive skill). From some definitions above can be concluded that reading is getting meaning process. Grallet (1981) states that there are four ways in reading, namely the first is skimming. It means that when we read a passage or a text, the reader focus on subtitle, and also headline to gain the information (the readers are not allowed to read the whole text). The second is scanning. It means that looking the passages or pages or parts of the text that contain the keyword. Scanning and skimming are fast reading. It needs fast speed when the readers read the passage or text. The Third is intensive reading. It needs the knowledge of the learners already have before to understand or to know what the passage or text is about. The fourth is extensive reading. It is reading a passage without teacher's help or intervention, so you are able to read at a difficulty level without translating to English quickly and smoothly.

### **Major Components of Reading**

To support in comprehending the reading, major component of reading is needed. Leu (2011:1) states that there are six components in understanding the reading. Firstly is decoding knowledge. It is the readers's knowledge in determining the written word. Secondly is vocabulary knowledge. It refers to the appropriate words meaning used by the readers. Thirdly is discourse knowledge. It refers to language organization beyond single or more sentence level of writing. Fourthly is readiness aspect. It refers to the learners or readers' ability to read and understand the text selection. Fifthly is effectiveness base. It refers to attitude and

interest. Lastly is syntactic knowledge. It refers to syntactic knowledge means that knowledge of grammatical function, pronunciations of words and meaning. The readers or students have different interpretation based on their knowledge of understanding of the passage or text.

### **The Purposes of Reading**

The readers have some interpretations or questions when they start to read then they make interpretation quickly. Hood (2002:2) states that there are some objectives of reading, namely reading to:

1. Skim quickly
2. Search for information
3. integrate information
4. write
5. learn from passage or texts
6. critique the passage or the texts
7. gain common comprehension

Teachers need to know the knowledge of reading. It facilitates them to gain better understanding in reading. For teachers, they will use the appropriate knowledge and approach in teaching reading. For students, they will be easy to understand reading strategies used. Students skim to gain the clues of meaning, search for information to know the specific information. They integrate the information related to write and critique the text. The last is common comprehension is to describe learners' activity in reading and strategies.

### **Teaching Reading**

The goal of teaching learning reading is to have access in written text in that language. In language instruction, the learners learn reading materials from literary texts that determine "higher" forms of culture. This statement assumes that the learners learn reading through by studying grammar, vocabulary, sentence structure and not directly reading it. Otherwise, lower level of the students read only paragraph and sentences by textbook from the teacher.

Teaching reading has the assessment. The assessment itself has several purposes. Firstly is to describe the reading skill. Teacher needs to know the skill level of the students have. Because some students have different knowledge.



Secondly is to know students progress. Teachers need to know the students level before adding some additional reading material, after knowing the level of the students, teacher is able to move forward based on student's level. Thirdly is as a guide in teachers' test. Through reading class, teacher is able to make the appropriate test for learners. Fourthly is to know the effectiveness of the test. The information gained from the test or assessment allow teacher to understand the learners are mastering in reading, and the teacher is able to create the appropriate instruction.

### **Reading Comprehension Difficulties**

Florit (2011) states the reading comprehension shows that the learners are having difficulties in reading despite fluent word decoding. Readers called by poor comprehended at least 10 – 15% especially children, 50% college graduate, and 30% is a adolescent (ricket 2011). In this research, the writer explain reading difficulties that will be explained in the following section.

#### **Vocabulary**

Nation and snowling (2004) states that the learners have poor reading comprehension especially in knowledge of semantic. They found a group of readers of 8-9 year old are poor comprehended both expressive and receptive. The expressive vocabulary assignment consist of giving definition of words and giving multiple contexts such as given word "as bat", which means both an object used for hitting a ball and an animal. Otherwise, the receptive vocabulary tasks shows that the learners had to show which words were synonyms and to understand sayings like "a pat on the back".

#### **Grammar and Morphology**

Some learners are having deficit in morphology and grammar. To test the leraner about this difficluties, the teacher tries to use Test for Reception of Grammar (TROG) (Stothard & Hulme, 1992). TROG tries in form of sentence – picture matching task to test understanding of receptive grammar. Morphological difficulty in form of manipulating words to new words. (Wolter, Wood, & D'zatko, 2009). Morphological aspect in reading difficulty refers to morphemic structure of words, and learners'ability to manipulate words to new words. Several aspects found in poor comprehended

for morphological awareness, namely irregular verbs inflection in past tense form.

### **Verbal Memory**

Yuill, Oakhill, & Parkin (1989) stated that poor comprehenders in reading indicated memory deficit. For instance, the learner is asked to read a set of digits and ask to memorize the last digit, the results determine that there will be differences between the learners of typical readers and poor comprehenders.

### **English for Specific Purposes (ESP)**

We all know that the whole world has witnessed tremendous advance in different aspects of science, commerce and technology, which requires the use of a special language to facilitate contacts and dealings between the different states of the world. This function is admirably performed by the ESP, the language of new technology and automation of the modern world. (Robinson, 1991) claims, ESP to be active around the world also having a pluralistic approach. Hutchinson and Waters (1987) point out:

As with most developments in human activity, ESP was not a planned and coherent movement, but rather a phenomenon that grew out of a number of converging trends. These trends have operated in a variety of ways around the world.

Accordingly, ESP has emerged as a principal language of communication of the new brave world, represented in the new revolution of science, technology and commerce.

ESP cannot have a single definition. It can be defined in a number of ways according to its functions and usage. Scholars like Robinson (1991), Strevens (1988), Hutchinson and Waters (1987) are of the opinion that a universally applicable definition of ESP cannot be attempted.

Traditionally, ESP was known as Language for Special Purposes (henceforth referred to as LSP). Later, it was known as English for special purposes; now it is known as English for specific purposes. English for special purposes relates to restricted languages, which for many people is only a small part of ESP, whereas English for specific purposes focuses attention on the purpose of the learner and refers to the whole range of language resources.

One definition of ESP has been offered by (Khan, 1986), where he describes it as a working definition of ESP. He points out:

ESP aims at providing instruction in consonance with the learners' particular needs as related to their designated areas of study, occupation or vocation with an appropriate selection of language content and skills needed.

Hutchinson and Waters (1987) as follows: "ESP is not a particular kind of language or methodology, nor does it consist of a particular type of teaching materials, understood properly, it is an approach to language learning which is based on learner needs" They add, "ESP is also an approach to language in which all decisions as to content and method are based on the learner's reason for learning"

Richards offer the definition of ESP as: "ESP refers to the role of English in a language course of instruction in which the content and aims of the course are fixed by the specific needs of a particular group of learners. For example, courses in English for academic purposes and English for science and technology and English for nursing. These courses may be compared with those which aim to teach English for general purposes" (Dudley-Evans & St John, 1998).

Finally, in the light of the above definitions we can say that ESP can be defined as the language of the speakers of English either as a foreign language or a second language, designed for definite purposes of a particular group of learners that meets their accurate needs. For instance, English for medical studies, English for technicians, English for hotel staff, English for airlines employees. Practically, teaching and learning process for ESP consist of ESP teachers and ESP learners (Stevens, 1988). These two sides will be explained in the following section.

### **Critical Thinking**

Critical thinking as a method to facilitate learners in developing their learning such as in reading. One of the famous model of critical thinking theory is developed by Khun. The theory of critical thinking which is developed by Khun is meta – knowing skills (Khun, 1999). According to Khun that meta – knowing is the understanding, management, and awareness of one's cognition. Khun's theory on critical thinking describes 3 ways of thinking, namely

metacognitive knowing, epistemological, and meta strategic. Khun states that meta - knowing refers to one's declarative knowledge. Epistemological refers to the activity in placing one's ability of what we know. And meta strategic refers to how the learners know and apply the strategy used.

## **RESEARCH METHOD**

### **Research Design**

In this research, the writer used quantitative approach because it needed data analysis through statistics procedure. According to Given (2008), quantitative research was a systematically empirical approach in investigating a phenomenon via statistical, mathematical or numerical data or computational techniques in mostly natural sciences.

In this research, the hypothesis illustrated the relationship between the three variables and one of them was mediator variable. To know whether the first variable was associated or not with the second variable, the researcher used path analysis. Path analysis was used because the problem of this research consisted of three variables.

### **Subjects of Research**

Steps taken by the researcher before collecting data was to determine the subjects of the research. The subject of research was the main source of the research data, namely subject of research which had the data regarding the variables studied (Azwar, 2010). Thus, the subject was quite important because they provided the data on the variables examined and observed by researcher. The subject of research was also called as a respondent, namely the party used as a sample in a research. The role of research subjects was to provide feedback and information related to the data needed by the researcher and also provided feedback to the researcher directly and indirectly. Subject of this research consisted of 214 respondents based on simple random sampling (slovin formula was used with error sampling 10%). Selecting of the location based on the students difficulties in English especially in reading, the departments were not English as the major competence, and the level of reading skill was intermediate level.



## Population and Sample

Population is the whole of the amount to be studied or observed. The population is not only the human, but also form other living creatures or other natural objects (Nisfiannoor, 2009). Population has some characteristics along different from other subjects. Feature is not only limited to characteristic of the location but also consisted of individual characteristics (Azwar, 2010). Sample is partly drawn from the population. Using a sample as large as possible is a principle that might be held in a study. The number of samples with less than thirty is considered a bit and most likely will get sample that is not representative when samples taken in large quantities. Unrepresentative sample is the sample can not be trusted and implied inaccurate conclusions (Nisfiannoor, 2009).

The population in this study was the the third semester students as many as 459 students consisting of 157 students from family law department, 195 students from Islamic Business Law and 107 students from Constitutional Law department. The sample was part of the number and characteristics possessed by the population. When large populations occurred, the researcher was not able to learn all in the population. Then, the researcher used *simple radom sampling* from the population (Sugiyono, 2016). Sample of this study were students who were studying reading on English for Specific Purposes Course at Sharia Faculty of UIN Maulana Malik Ibrahim of Malang. Determination of the number of sample in this research by using *Slovin* formula, namely:

$$n = \frac{N}{1 + Ne^2} \text{ (Umar, 2008)}$$

Information:

$n$  = sample,  $N$  = population,  $e$  = sampling error is 10%.

Thus, with a population of 459 students and the sample was calculated with a sample error of 10% (0.1) the sample is determined by:

$$n = \frac{459}{1 + (459 \times 0,05^2)} = \frac{459}{1 + 1.1475} = 213.74 \approx 214$$

In this study, simple random sampling was used. Simple random sampling was a sampling technique in which each element that make up the population given the same chance of being selected into the sample or sampling from the

population was done randomly regardless of the level or strata in the sample (Sugiyono, 2016).

### **Data Collection Techniques**

Data collection techniques are techniques or ways that can be used by researcher to collect the data. Techniques used by researchers in this study were: questionnaires, observations, and reading comprehension test.

#### **Observation**

Observation was conducted to gain the data from the data sources. The use of this method in order to get a lot of data, consequently research results could be strengthened by the facts through observation. Observations was made during spreading the questionnaire (February - June, 2018). Observation had many types. This research used passive participation, namely the researcher came to the activities, but was not involved (Ghony, 2012).

#### **Questionnaire**

To collect quantitative data, a questionnaire was chosen as the instrument. A questionnaire produced a large amount of data when the researcher had limited time and resources based on the case, as was the case in the current study (Dörnyei & Taguchi, 2009).

The questionnaire used in this research was adapted from Gökgöz (2008) and Ikonen (2013). The questionnaire was needed to be adapted and covered the multidimensional nature of learner autonomy and its promotion. When adapting the questionnaire, the promotion of learner autonomy was used as a reference. As was mentioned earlier in chapter 2 in relation to the theories on the promotion of learner autonomy related to language teaching and learning. A compilation of different theories was chosen as the theoretical framework of the study instead of one specific theory: a compilation was thought to provide a wider understanding of the issue instead of one viewpoint.

The questionnaire consisted of 43 statements. It represented the actions of problem statement mentioned in chapter I. The respondents would be asked to express their opinion based on the scale 1 to 5 through *likert scale*. Likert scale was used to measure attitudes, opinions and perceptions of a person or group against social phenomena (Sugiyono, 2016).

### **Reading Comprehension Test**

The researcher used students reading comprehension tests in the form of essay. This test was divided into two parts, namely pre test and post test. Pre Test was given to the students before the teacher delivered reading material, and post test was given after the reading material was delivered. The results of the pre test and post test were compared to find out whether there was an increase in students' reading ability.

### **Validity and Reliability**

Each study required validity of data to know validity and reliability. In quantitative research, to get the valid data and reliable tested for validity and reliability were instrument of research, whereas in qualitative research, which tested is the data. Hence, (Sugiyono, 2016) stated that quantitative research was more emphasis on the reliability, whereas qualitative research more on the aspect of validity.

The Instruments in this study were questionnaire and reading comprehension test that had been developed based on theory and previous studies. The data obtained from the results of questionnaires was primary data that would be processed and analyzed using SPSS for windows.

#### **Validity**

Validity was research results should be in accordance with the actual situation, or the extent to which the results reflect the real situation (Nisfiannoor, 2009). So, there was a match between the indicators used to measure. Valid instrument meant the instrument could be used to measure what should be measured (Sugiyono, 2016).

Validity test of the instruments through SPSS program for Windows, which used Product Moment Analysis which calculated the correlation coefficient between the scores of items. The technique used to measure the validity was by correlating each item score with the total score of each variable item tested. Then the researchers analyzed the great value of the correlation results (corrected item of total correlation), the value of "r" table of the items was greater than each of the variables used in this study, it could be considered as valid and vice versa.

## **Reliability**

Reliability was an index that showed the extent to which the measuring instrument could be trusted. A measuring instrument said to be reliable if it provided consistent results when used repeatedly at different times. Testing reliability of the instrument in this study by comparing the Cronbach alpha coefficient would be calculated by using the computer SPSS program for Windows. In connection with the reliability, Widayat (2004) argued that: "An approach that was quite popular for solving this problem was to use alpha coefficient. The alpha value would be range from 0 to 1. A measurement was said to be reliable when at least 0.6 alpha.

## **Analysis of Data**

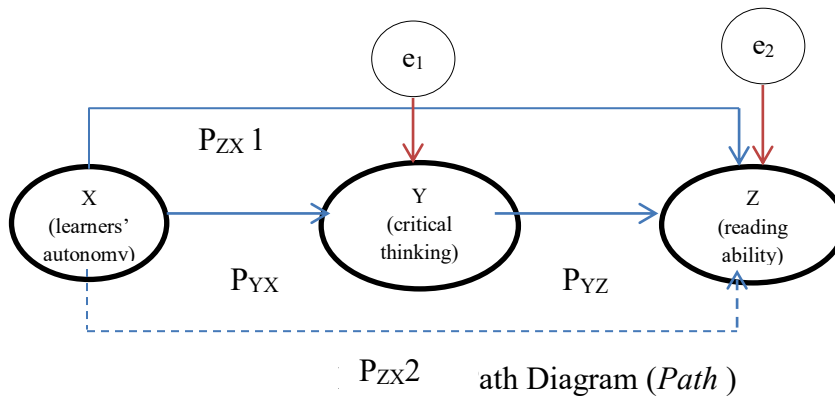
The researcher used path analysis because the statements of this research had 3 variables, and one of its variable was mediator variable or intervening variable. Path analysis was a statistical analysis technique that was the development of multiple regression analysis. According to Ridwan and Kuncoro (2011: 2), the *path analysis* model was used to analyze the relationship pattern between variables with the aim to know the direct or indirect effect of a set of free (exogenous) variables on the dependent variable (endogen). In the pathway analysis the causal variables of the causal relationship between X and Y were studied. In this study the path diagram consisted of Learning Autonomy Variable (X) as exogenous variables because the direction of the outward arrow toward the Critical Thinking (Y) and Reading (Z) variables as endogenous variables. The Critical Thinking (Y) variable was an intervening variable because it acted as an exogenous variable as well as an endogenous variable.

There were some steps in applying path analysis to analyze the data. The following steps were based on the procedure stated by Riduwan and Achmad (2007), namely:

### **Creating a Line Chart**

To create a path diagram that would be used to determine the relationship model between variables to be studied. This path compiled based on the last framework developed from the theory used for the study. The path diagram can be described as follows:





### Information:

X : Variable of *learner autonomy*

Y : Variable of *critical thinking*

Z : Variable of *reading*

$P_{YX}$  : The path coefficient of direct influence of variable X to Y

$P_{YZ}$  : The path coefficient of direct influence of variable Y to Z

$P_{ZX1}$  : Path coefficient of direct influence of variable X to Z

$P_{ZX2}$  : The coefficient of the indirect effect path of variable X on Z through Y

$e_1$  : Residual Value 1

$e_2$  : Residual Value 2

### Calculating Path Coefficients

To know the magnitude of the influence directly and indirectly between independent and bounded variables, it was made the structure equation first according to the path contained in the path diagram. The structures equation were:

$$Y = b_1 X + e_1 \quad (\text{As a substructure equation 1})$$

$$Z = b_2 X + b_3 Y + e_2 \quad (\text{As a substructure equation 2})$$

### Information:

X : Variable of *learning autonomy*

Y : Variable of *critical thinking*

Z : Variable of *reading*

$b_1 X$  : The path coefficient of direct influence of variable X to Y

$b_3 Y$  : The path coefficient of direct influence of variable Y to Z

$b_2 X$  : Path coefficient of direct influence of variable X to Z

### Checking the validity of the model

The next step in path analysis was the validity check of the model. The validity of an analysis depended on whether or not the underlying assumption was met. There were two indicators of model validity for *path* analysis ie total coefficient of determination and trimming theory:

#### a. Coefficient of Total Determination

The total data diversity that could be explained by the model was measured by the following formula:

$$R_m^2 = 1 - P_{ei}^2 - P_{e2}^2 - \dots - P_{ep}^2$$

In this case the interpretation of  $R_m^2$  was the same as the interpretation of the coefficient of determination ( $R^2$ ) in the regression analysis.

#### b. Trimming Theory

The *path* validation test on each path for direct influence was the same as the regression, using the p test value from the t test, namely the variable regression coefficient test was standardized partially. Based on this trimming theory, the path was not significantly discarded.

### Interpreting the results of the analysis

The next step of path analysis was to interpret the results of the analysis. The first was considering the results of the validity of the model, and the second was calculating the total influence of each variable that had a causal influence to the dependent variable.

Path coefficients were standardized *coefficients* that could be calculated by *unstandardized coefficients*. For hypothesis testing, in each path consisted of *probability error* (p), therefore hypothesis testing no longer used t test and F test but using *probability error* and significance value under 5% (0,05).

## FINDING

### Path Analysis Results

#### The Correlation Between Learners Autonomy and Critical Thinking

The results of path analysis to determine the correlation of learners' autonomy with critical thinking that can be seen in the following table:

**TABLE 4.1: Results of Regression Analysis of Model I**

Variables	Koef. Beta	t-count	Sig
X (learners' autonomy)	.661	13.609	.000
R Square =	.437		

Source: Primary data processed, 2018

Based on the results of the above analysis, it can be explained as follows:

- Based on the analysis results listed in table 4.1, it was clear that t-count of 13.609 had a significant value of .000 (significant resulted under the significant level 0.05 (5%)). It could be concluded that learners' autonomy variable had a significant correlation on critical thinking.
- The equations to determine the correlation of learners' autonomy on critical thinking was:

$$Y = .661 X$$

From the equation above, it indicated that the beta coefficient of .661 indicated that learners' autonomy variable had a positive correlation on critical thinking. This indication showed that the better learners' autonomy, the higher their critical thinking.

Based on the results of analysis obtained by values of *R-Square* of .437 indicated that the variability from critical thinking could be explained by learners' autonomy to 43.7% and the rest of 56.3 % were influenced by other variables which were not examined in this study .

### **The Correlation Between Learners Autonomy and Reading**

The results of path analysis to determine the correlation of learners' autonomy on reading can be seen in the following table:

**TABLE 4.2: Results of Regression Analysis of Model II**

Variables	Koef. Beta	t-count	Sig
X (learners' autonomy)	.673	14.051	.000
R Square =	.452		

Source: Primary data processed, 2018

Based on the results of the above analysis, it can be explained as follows:

- a. Based on the results of the analysis listed in the table 4.2, it explained that t-count of 14.051 had a significant value of .000 (significance had under the significant value 0.05 (5%)), it could be concluded that the learners' autonomy variable had a significant correlation on reading.

- b. The regression equation formed from the analysis of model 1 was:

$$Z = .673 X$$

From the equation, it could be explained that the beta coefficient of .673 indicated that the learners' autonomy variable had positive correlation on reading. This indication showed if the better learners' autonomy, the higher their reading ability.

Based on the results of analysis obtained by values of *R-Square* of .452 indicated that the variability of reading could be explained by learners' autonomy of 45.2 % and the rest of 54.8 % were influenced by other variables which were not examined in this study .

### **The Correlation Between Learners' Autonomy and Reading Through Critical Thinking**

The result of path analysis of indirect correlation of learners' autonomy and reading through critical thinking as follows:

**Table 4.3**

**The result of regression analysis between learners' autonomy with reading through critical thinking**

<b>Variables</b>	<b>Beta Coefficients</b>	<b>The value of t arithmetic</b>	<b>Sig value</b>
Learners' autonomy (X)	.453	7.531	.000
Critical thinking (Y)	.332	5.520	.000
Dependent variable: <i>Reading</i> R square: .515			

**Source: Primary Data Processed**

Based on the results of analysis as listed in table 4.3, it could be formed in two equations as follows:

$$Z = .453 X + .332 Y$$

(0.000) (0.000)

From the above equation, it could be explained that:

1. Beta Coefficient of learners' autonomy (X) equal to .453 with significant value of .000, it indicated that learners' autonomy had positive and significant correlation to reading (Z). This Indication showed if the better learners' autonomy, the higher their reading ability.
2. Beta Coefficient of critical thinking (Y) of .332 with significant value .000 indicated that critical thinking had positive and significant correlation to reading (Z). This indication showed if the better critical thinking, the higher their reading ability.

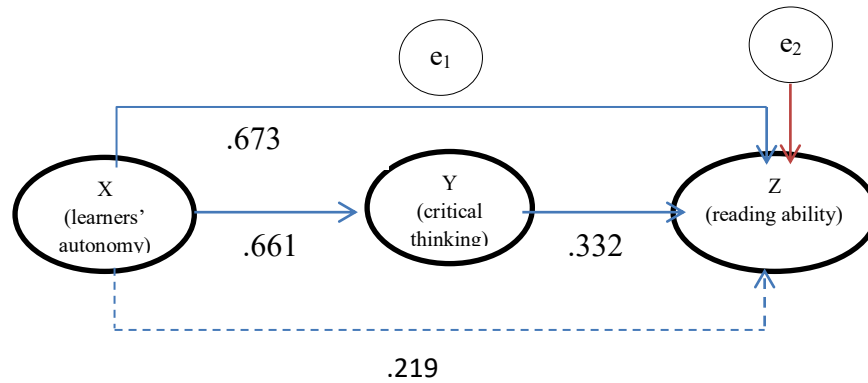
Based on the results of analysis obtained from the value coefficient of determination ( $R^2$ ) of .515, it indicated that variability of reading could be explained by the variability of learner's autonomy and critical thinking of 51.5% and the rest of 48.5% were caused by other factors which were not examined in this study.

The values of *R-Square* that increased from equation 1 to equation 2 indicated that the important correlation of the intermediate variable on the research model. Based on the results of regression analysis that had been done, it could be concluded that direct or indirect correlation of learners' autonomy variable to reading through critical thinking as follows:

**Table 4.4**  
**Direct and Indirect Correlation of Learners' Autonomy, Critical Thinking and Reading**

Path	Direct Effect	Indirect Correlation	Total
Learners' autonomy to reading	.673 (.000)		.673
Learners' autonomy to reading through critical thinking		.661 x .332 (.000)	.219

The results of the complete path analysis in this study could be seen in the following picture:



Based on the results of path analysis showed that *learner's autonomy not only* had direct correlation to reading and but also had correlation indirectly from learners' autonomy to critical thinking then to reading.

The results shown in the table 4.1 to 4.4 above, it could be known that the hypothesis of learners' autonomy variables to critical thinking, learners' autonomy variable to reading, and critical thinking variables to reading had a significant correlation. Finally, it could be concluded that to be able to increase reading maximally, critical thinking as intervention variable could be used or implemented.

### Path Model Validity

Based on the model and explanation on the path coefficient calculation, test of *goodness of fit* of *path* model was able to use the coefficient of total determination. The total data diversity that could be explained by the model was measured by using the formula:  $R^2_m = 1 - P^2_{e1} P^2_{e2} \cdot P^2_{ep}$

Where:

$$P^2_{e1} = 1 - R^2_1$$

$$P^2_{e2} = 1 - R^2_2$$

$R^2_1$  was the *adjusted R-square* for the first equation was equal to ,452 and  $R^2_2$  was *adjusted R-square* for the second equation was equal to .512, so as:



$$P^2_{e1} = 1 - 0,452 = 0,548$$

$$P^2_{e2} = 1 - 0.515 = 0.485$$

From the calculation obtained that the coefficient of determination total:

$$R^2_m = 1 - (0,548 \times 0.485) = 0.734 \text{ or } 73.4\%$$

The calculation result  $R^2_m$  indicated that the diversity of data that could be explained by the *path* model of 73.4 %, in other words, the information contained in 73.4 %, data could be explained by this model. The rest of 25.6 % of the data diversity could be explained by other variables (which were not contained in this model).

#### The Result of Partial Test (T Test)

The researcher uses *Paired Sample T-Test* to determine whether there was a difference between students who implement autonomous learning in critical thinking with students who do not implement independent learners in critical thinking, with significance level  $= \alpha = 0,05$ , as follows =

**Table 4.5 The Result of *Paired Sample T-Test***

Treatment	Average
Before	48.51
After	62.03
t count	-16.889
significance	.000

Based on the table 4.5 above, the result of statistical test through computer assistance of SPSS program showed that the average value of the test "after" with the amount of 62.03 was higher than the average value of the test "before" treatment of 48.51.

The table above showed that there were differences in mean values between "before" and "after" test. Furthermore, by using *Paired Sample T-Test*

obtained the significance value of .000, where the significance level was less than  $\alpha = 0.05$ ,  $H_a$  is accepted. Therefore, there was the correlation of learners' autonomy through critical thinking against students' reading ability.

### **Interpretation of the results of the analysis**

The objective of this research was to improve learners' ability in reading especially for students in ESP Course of Sharia Faculty of The State Islamic University of Maulana Malik Ibrahim through implementing autonomous learning in critical thinking. Path analysis showed that:

- a. Learners' autonomy could be implemented with critical thinking because t-count of 13.609 with significant value of .000 (significance 0.05%), and beta coefficient of .661 indicated that learners' autonomy had positive correlation with critical thinking. It meant that lecturers were able to give learners' responsibility in doing the task by giving *wh-questions*, *assumptions* and *procedures* as the instructions of the task. Lecturers were able to implement collaborative learning by asking the students to form small groups for discussion and asking the students to report back to the larger group (Gokhale, 1995). Through group discussion, the learners were able to engage their thinking to analyze and solve their problems inside the class.
- b. Learners' autonomy was able to improve reading ability because t-count of 14.051 with significant value of .000 (significance 0.05%), and beta coefficient of .673 indicated that learners' autonomy had positive correlation with reading ability. It meant that lecturers were able to give learners' responsibility directly to learn about reading and how to solve reading when the learners had obstacles and difficulties in studying reading. Teachers were able to ask questions directly to the learners. The aim of this strategy was to know what they had learned, to develop learners reading abilities, and to know their responsibility in studying reading.
- c. Learners' autonomy could be applied to improve reading ability through critical thinking because t-count equal to 7.351 and 5.520 with significant value .000 (significance 0.05%), and beta coefficient of .453 and .332 indicated that learners' autonomy had positive correlation with reading ability through critical thinking. It meant that lecturers were able to promote learners'

autonomy by giving learners responsibility in doing the tasks. Students were free to do the task in form of group discussion facilitated by internet access center or Information and communication technology (Richards, 2005). Besides group discussion, lecturers were able to use dictation to give learners responsibility in studying reading, because it involved visual, auditory, kinesthetic, and tactile senses. Having a multisensory approach increased working memory and integrated all language skills/modalities. Through dictation, students listened to a word, repeated the word out loud, wrote it out on paper, and had them read the word out loud again. The goal in designing effective learning was to engage and integrate learners' autonomy, critical thinking and learners' reading ability.

From those analysis mentioned above, it showed two aspects of correlations, first was all correlations among variables had positive correlation. It meant that all lecturers were available to use the appropriate classroom learning activities such as asking questions, using collaborative learning or dictation. Second was all correlations had direct and indirect correlation of learners' autonomy, critical thinking and reading were .673 (correlation between learners' autonomy and reading ability) and .219 (correlation between learners' autonomy and reading ability through critical thinking). It meant that to increase reading ability for learners in university level (semester 2 and 3), the lecturers were better not to use critical thinking to increase students' reading ability. Finally, the lecturers were better implenting learners' autonomy by asking questions or dictation directly to the learners to improve learners' reading ability.

## CONCLUSION AND SUGGESTION

### Conclusion

This research is conducted to answer the statement of problem: *Do the more the students operate their autonomous learning in critical thinking, the higher their reading ability?* Based on the research finding and discussion in chapter IV, the researcher of this thesis concludes that the lecturers of ESP **are recommended** to promote learners' autonomy to improve students' reading abilty. However, the lecturers **are not allowed** to promote learners' autonomy

through critical thinking to improve learners' ability in reading, especially for semester 2 and 3. Students have responsibility to take charge and to control themselves (Holec, 1979) when they are having problems in reading through group discussion, collaborative learning and dictations.

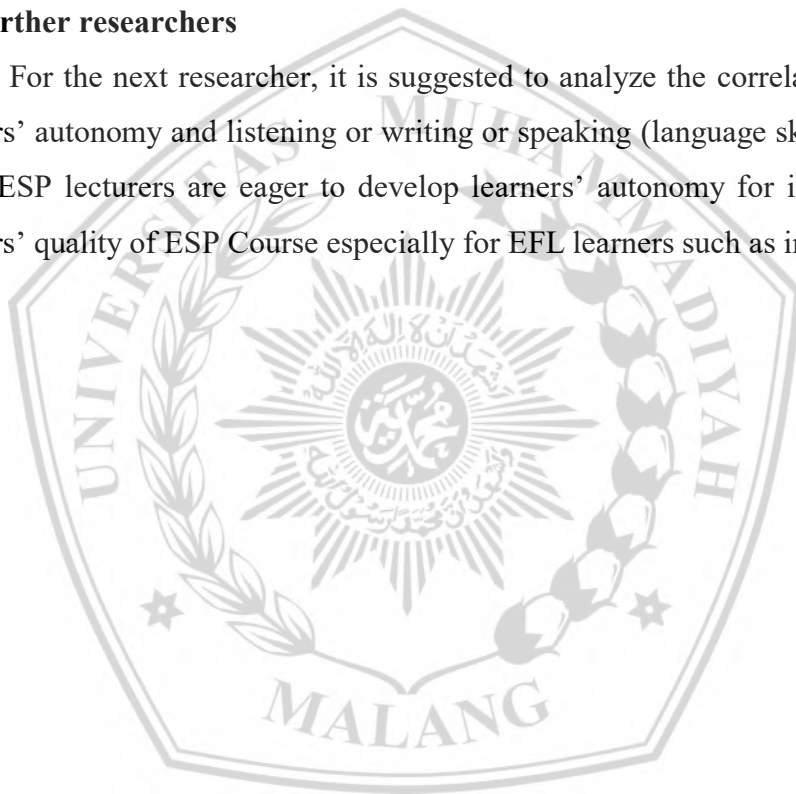
### **Suggestion**

#### **For lecturers**

To improve reading ability, the lecturers directly apply learners' autonomy without involving critical thinking because students in university level are rather difficult to apply critical thinking for semester 2 and 3.

#### **For further researchers**

For the next researcher, it is suggested to analyze the correlation between learners' autonomy and listening or writing or speaking (language skills), because many ESP lecturers are eager to develop learners' autonomy for improving the learners' quality of ESP Course especially for EFL learners such as in Indonesia.



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## **LIST OF APPENDIXES**

APPENDIXE 1: Questionnaire to Promote Learners Autonomy on English For  
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## APPENDIX 1

### QUESTIONNAIRE TO PROMOTE LEARNERS AUTONOMY ON ENGLISH FOR SPECIFIC PURPOSES COURSE IN SHARIA FACULTY OF UIN MAULANA MALIK IBRAHIM MALANG

Name : \_\_\_\_\_

Age : \_\_\_\_\_ years old

Department : \_\_\_\_\_ Faculty = Sharia and Law of UIN Maulana  
Malik Ibrahim

Gender : Male or Female

Please state how much you agree with each statement by making a tick (✓) on the number which means the followings:

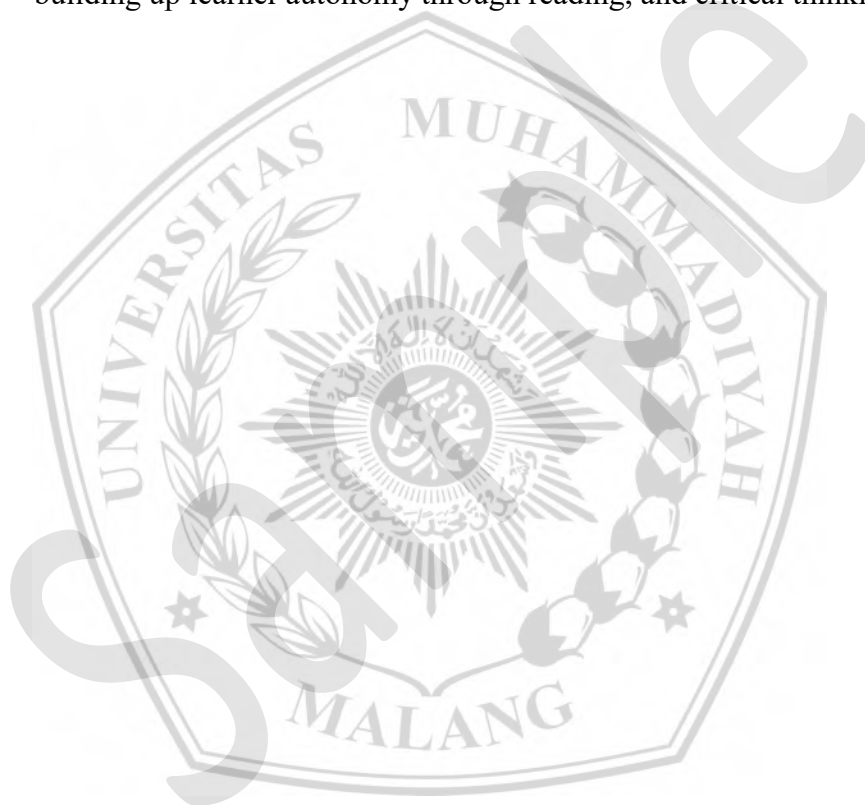
- 5 = Strongly agree
- 4 = Agree
- 3 = Uncertain
- 2 = Disagree
- 1 = Strongly disagree

LEARNER AUTONOMY						
1	I think I have the ability to learn English well	5	4	3	2	1
2	I make good use of my free time in English study	5	4	3	2	1
3	I preview before the class	5	4	3	2	1
4	I find I can finish my task in time	5	4	3	2	1
5	I keep a record of my study, such as keeping diary, writing a review, etc.	5	4	3	2	1
6	I make self-exam with the exam papers chosen by myself	5	4	3	2	1
7	I reward myself such as going shopping, playing, when I make a progress	5	4	3	2	1
8	I attend out-class activities to practice and learn reading material	5	4	3	2	1
9	During the class, I try to catch chances to take part in activities such as pair group discussion, role play, and etc	5	4	3	2	1
10	I know my strengths and weaknesses in my English study	5	4	3	2	1
11	I choose books, exercises which suit me, neither too difficult nor to easy	5	4	3	2	1
12	How often do you read outside the classroom for your own interest?	5	4	3	2	1
13	Do you do your activities or tasks with responsibility and commitment?	5	4	3	2	1
14	Do you think that the strategies implemented in class are	5	4	3	2	1

	useful for you to use in other contexts?					
15	I became a better reader in this class	5	4	3	2	1
16	This class had a flexible time schedule	5	4	3	2	1
17	I am responsible for my learning in Reading	5	4	3	2	1
18	I like the learning atmosphere in Reading	5	4	3	2	1
<b>CRITICAL THINKING</b>						
19	I have seldom found myself actively engaged in thinking about complex issues when studying reading	5	4	3	2	1
20	I have improved my ability to judge the value of new information or evidence presented to me	5	4	3	2	1
21	I have learnt more about how to analyze the key issues in reading	5	4	3	2	1
22	I have not improved my ability to give sound reason for my beliefs, opinions and ideas	5	4	3	2	1
23	I have developed a more open-minded approach in interpreting, analysing and judging alternative points of view	5	4	3	2	1
24	I have developed a more focussed and systematic way of thinking	5	4	3	2	1
25	I have learnt more about how to justify why certain procedures are undertaken in my subject area	5	4	3	2	1
26	Most lecturers have encouraged me to explore the ideas, theories, assumptions and procedures related to reading material	5	4	3	2	1
27	Most lecturers have not demonstrated how to think and express myself in a more reasonable, objective and evaluative way	5	4	3	2	1
<b>READING</b>						
28	Can you understand the main idea in a text?	5	4	3	2	1
29	Can you identify specific information in a text?	5	4	3	2	1
30	Can you make prediction about a text through a picture or the title?	5	4	3	2	1
31	Do you think that skimming is a useful strategy?	5	4	3	2	1
32	Do you look up new vocabulary in text to improve your reading comprehension process?	5	4	3	2	1
33	Knowing morphology is important to study reading	5	4	3	2	1
34	Do you check and read again the assigned reading to complement what you study in class?	5	4	3	2	1
35	Do you monitor and self-access your own learning process to overcome any reading difficulties?	5	4	3	2	1
36	Do you think that the use of strategies engages you to read more in English?	5	4	3	2	1
37	Indonesian learners are easy to study reading	5	4	3	2	1
38	I am able to do reading test	5	4	3	2	1
39	I have learn more about how to approach complex issues	5	4	3	2	1

	in variety of ways in reading					
<b>ESP</b>						
40	I enjoyed the Reading class from ESP teacher	5	4	3	2	1
41	I worked with ESP classmates to complete activities	5	4	3	2	1
42	I did not rely on the instructor in Reading of ESP Teacher	5	4	3	2	1
43	I had a choice to study autonomously in reading guided by ESP class teacher	5	4	3	2	1

\* This questionnaire is adapted from learner autonomy for copying speaking, building up learner autonomy through reading, and critical thinking





## APPENDIX 2

### INSTRUMENT PREPARATION GUIDE

VARIABLES	INDICATORS	NUMBER
<b>LEARNER AUTONOMY</b>	1. Learner autonomy definition	2, 5, 12, 29
	2. Autonomous learners characteristics	3, 6, 9, 11, 17, 21, 36
	3. Teachers role in promoting learner autonomy	27
	4. Fostering Autonomy in Language Classroom	1, 7, 10, 21, 34
	5. Conditions for Learner Autonomy in Language Classrooms	4, 25
	6. Promoting Learner Autonomy in Language Teaching	35
	7. Learner autonomy and Formal Foreign Language Teaching	8
	8. Learner Autonomy in Teaching Reading	33
<b>READING</b>	1. Definition of Reading	13, 14, 16, 31, 37
	2. Major Components of Reading	26
	3. The purposes of reading	15
	4. Teaching Reading	22
	6. Reading comprehension difficulties	18, 20
	7. Assessment of Reading Comprehension	19, 32
<b>ESP</b>	1. Definition of English for Specific Purposes	-
	2. ESP Learners	23, 28
	3. ESP Teachers	24, 30
<b>CRITICAL THINKING</b>		48, 49, 50, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43

## APPENDIX 3

### Regression

**Variables Entered/Removed<sup>a</sup>**

Model	Variables Entered	Variables Removed	Method
1	Learning Autonomy <sup>a</sup>	.	Enter

a. All requested variables entered.

b. Dependent Variable: Critical Thinking

**Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.661(a)	.437	.434	3.478

a Predictors: (Constant), Learning Autonomy

**ANOVA(b)**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	2239.956	1	2239.956	185.218	.000(a)
	Residual	2890.376	239	12.094		
	Total	5130.332	240			

a Predictors: (Constant), Learning Autonomy

b Dependent Variable: Critical Thinking

**Coefficients(a)**

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta	B	Std. Error
1	(Constant)	9.825	1.602		6.134	.000
	Learning Autonomy	.347	.025	.661	13.609	.000

a Dependent Variable: Critical Thinking

## Regression

**Variables Entered/Removed<sup>a</sup>**

Model	Variables Entered	Variables Removed	Method
1	Learning Autonomy <sup>a</sup>	.	Enter

a. All requested variables entered.

b. Dependent Variable: Reading

**Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.673(a)	.452	.450	5.020

a Predictors: (Constant), Learning Autonomy

**ANOVA(b)**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	4975.509	1	4975.509	197.438	.000(a)
	Residual	6022.881	239	25.200		
	Total	10998.390	240			

a Predictors: (Constant), Learning Autonomy

b Dependent Variable: Reading

**Coefficients(a)**

Model		Unstandardized Coefficients		Standardized Coefficients	t		Sig.
		B	Std. Error	Beta	B	Std. Error	
1	(Constant)	8.456	2.312		3.657		.000
	Learning Autonomy	.517	.037	.673	14.051		.000

a Dependent Variable: Reading

## Regression

**Variables Entered/Removed<sup>a</sup>**

Model	Variables Entered	Variables Removed	Method
1	Critical Thinking, Learning Autonomy <sup>a</sup>	.	Enter

a. All requested variables entered.

b. Dependent Variable: Reading

**Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.717(a)	.515	.510	4.736

a Predictors: (Constant), Critical Thinking, Learning Autonomy

**ANOVA(b)**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	5659.028	2	2829.514	126.125	.000(a)
	Residual	5339.362	238	22.434		
	Total	10998.390	240			

a Predictors: (Constant), Critical Thinking, Learning Autonomy

b Dependent Variable: Reading

**Coefficients(a)**

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta	B	Std. Error
1	(Constant)	3.678	2.347		1.567	.118
	Learning Autonomy	.348	.046	.453	7.531	.000
	Critical Thinking	.486	.088	.332	5.520	.000

a Dependent Variable: Reading

## APPENDIX 4

### (Reading Test)

Read the supporting details. Then, circle the number of the best topic sentence and write it on the lines.

#### Question 1

It happens when rock and soil break down in small pieces and then move down a hill, a cliff, or a mountain. Erosion can be caused by natural forces such as wind, rain, or temperature. This gradual wearing away of the earth can damage property, too. If your home is built on a hill that is eroding, then the house may be in danger of sliding down the hill, as well. Some people plant grass and trees on their hillside land so that the plants' strong root systems will hold the earth in place. Other people lay a special netting over the soil.

- ☐ a Erosion causes a muddy mess.
- ☐ b Erosion affects the earth and people.
- ☐ c People have found ways to battle erosion.

#### Question 2

This huge, gaping canyon in northwestern Arizona stretches across the land for 200 miles and is more than 5,000 feet deep. The Colorado River formed this wonder of the world. Its waters gradually cut the earth and stone away and downward to create a steep, carved canyon. This did not happen overnight, however. The process started about six million years ago.

- ☐ a The Grand Canyon is a National Park.
- ☐ b There is no other place on Earth like the Grand Canyon.
- ☐ c The Grand Canyon is a magnificent example of erosion.

#### Question 3

More people die in fires than in hurricanes, earthquakes, floods, and all other natural disasters combined! Fires are very dangerous. Every year children start more than 100,000 fires. These fires account for thousands of deaths and millions of dollars in property damage. Dangerous fires can be prevented in many ways; the first is to take fire seriously and the second is to prepare in the event of a fire.

- ☐ a Fires are dangerous.

- |                         |                                   |
|-------------------------|-----------------------------------|
| <input type="radio"/> b | Children are dangerous.           |
| <input type="radio"/> c | Fires are worse than earthquakes. |

**Question 4**

No music collection is complete without a Beatles CD, because the Beatles are the most influential band of the 20th century. Back in the '60s the Beatles routinely topped the charts with hits like "Paperback Writer" and "Yellow Submarine." They sold millions of records, appeared in movies and on television, and have had dozens of books written about them. Even today, many Beatles songs receive regular radio airplay—they are considered classic hits.

- |                         |   |
|-------------------------|---|
| <input type="radio"/> a | CDs are better than records.                          |
| <input type="radio"/> b | No music collection is complete without a Beatles CD. |
| <input type="radio"/> c | The Beatles were popular only in the '60s.            |

**Question 5**

If it could be mass-produced, spider silk would be a hot commodity. Spider silk is an amazing fiber. Spider silk is stronger than steel and has more stretch than rubber. So why don't we see spider silk clothing that never wears out and thin spider silk ropes that can hold back a Mack truck? The problem is that spiders do not cohabitate well with members of their species. They do not have the friendly manners of silkworms! Spiders fight when in groups and eat one another. Therefore, it is impossible for spiders to make enough silk on their own to manufacture human products.

- |                         |   |
|-------------------------|---|
| <input type="radio"/> a | Spider silk clothing will replace wool. |
| <input type="radio"/> b | Spiders are natural-born fighters.      |
| <input type="radio"/> c | Spider silk is an amazing fiber.        |

**Question 6**

Canada is the second largest country in the world. It covers the northern part of North America. The Atlantic, Pacific, and Arctic Oceans surround Canada. Canada has more lakes than the rest of the world combined. The United States is the only country connected to Canada.

- |                         |                                       |
|-------------------------|---------------------------------------|
| <input type="radio"/> a | Canada is the second largest country. |
| <input type="radio"/> b | Canada covers North America.          |



- ☐ c Canada has the most lakes.
- ☐ d Canada is north of the United States.

### Question 7

During the Middle Ages, wealthy families lived in castles. A moat surrounded the castle walls to keep unwanted people out. It was filled with water and dangerous animals. A drawbridge, held by two heavy chains, was the only way a person could cross the moat. If the drawbridge was closed, there was no way to get in or out of the castle.

- ☐ a Two chains held a castle's drawbridge.
- ☐ b Moats kept unwanted people out of castles.
- ☐ c Moats were filled with water and animals.
- ☐ d Wealthy families owned castles during the Middle Ages.

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### Questions 8 - 10 refer to the following passage.

We believe the Earth is about 4.6 billion years old. At present we are forced to look to other bodies in the solar system for hints as to what the early history of the Earth was like. Studies of our moon, Mercury, Mars, and the large satellites of Jupiter and Saturn have provided ample evidence that all these large celestial bodies had formed. This same bombardment must have affected Earth as well. The lunar record indicates that the rate of impacts decreased to its present low level about 4 billion years ago. On Earth, subsequent erosion and crustal motions have obliterated the craters that must have formed during this epoch.

Scientists estimate the Earth's age by measuring the ratios of various radioactive elements in rocks. The oldest Earth's rocks tested thus far are about 3 1/3 billion years old. But no one knows whether these are oldest rocks on Earth. Tests on rocks from the moon and on meteorites show that these are about 4.6 billion years old. Scientists believe that this is the true age of the solar system and probably the true age of the Earth.

### Question 8

In line 8, the word "obliterated" means

- (A) created
- (B) destroyed

(C) changed

(D) eroded

**Question 9**

According to this passage, how do scientists estimate the age of the Earth?

(A) By measuring the ratios of radioactive elements in rocks

(B) By examining fossils

(C) By studying sunspots

(D) By examining volcanic activity

**Question 10**

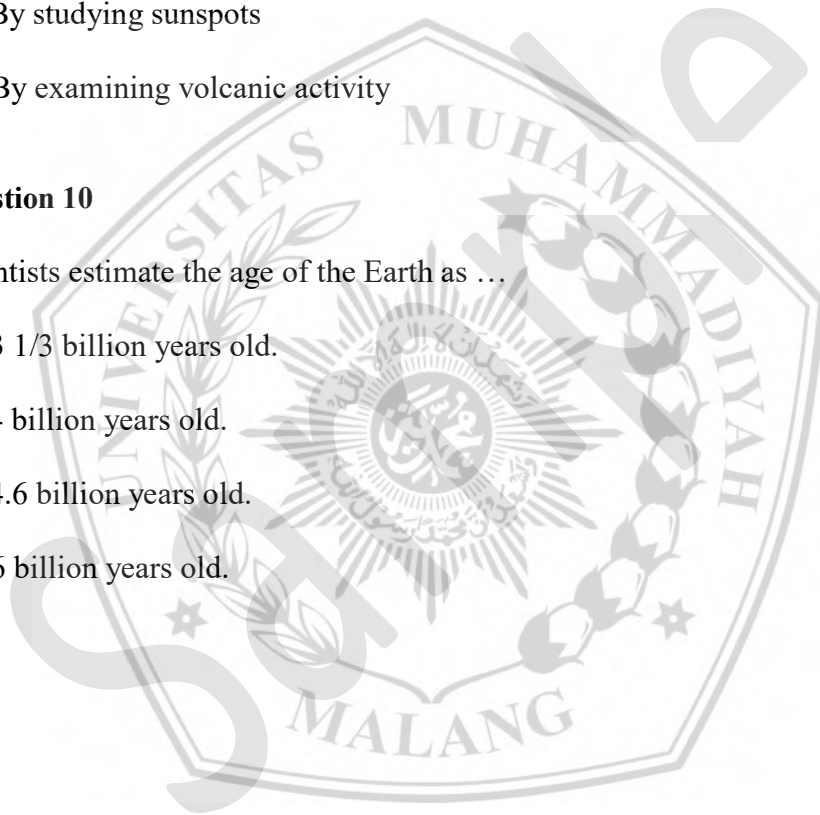
Scientists estimate the age of the Earth as ...

(A) 3 1/3 billion years old.

(B) 4 billion years old.

(C) 4.6 billion years old.

(D) 6 billion years old.



## APPENDIX 5

### T-Test

**Paired Samples Statistics**

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Before	48.51	241	9.631	.620
	After	62.03	241	12.567	.810

**Paired Samples Correlations**

	N	Correlation	Sig.
Pair 1 Before & After	241	.397	.000

**Paired Samples Test**

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Before - After	-13.527	12.434	.801	-15.105	-11.949	-16.889	240	.000